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ABSTRACT

Designed for students, faculty, and others interested in the writing program at Umpqua Community College (UCC) in Oregon, this booklet clarifies the specific function and scope of the writing courses offered by UCC's Department of Humanities. Section I states the department's objectives (e.g., to provide a core curriculum meeting the requirements of vocational, terminal-degree, transfer, and non-specialized students; to provide a sound basis in language arts and communication skills; and to offer an opportunity to examine the cultural values expressed in the humanities). After section II reviews the purpose of the booklet, section III presents the philosophy of writing of UCC. Section IV outlines the English Composition Sequence, including information on requirements for entry into the sequence and descriptions of each of its four courses. These descriptions articulate course requirements and student objectives. In section V, two other writing courses are examined, "Technical Report Writing" and "Imaginative Writing." Section VI recommends grading standards and offers definitions, while section VII offers samples of challenge examinations for two courses. Finally, section VIII presents Bloom's taxonomy of educational objectives. (LAL)

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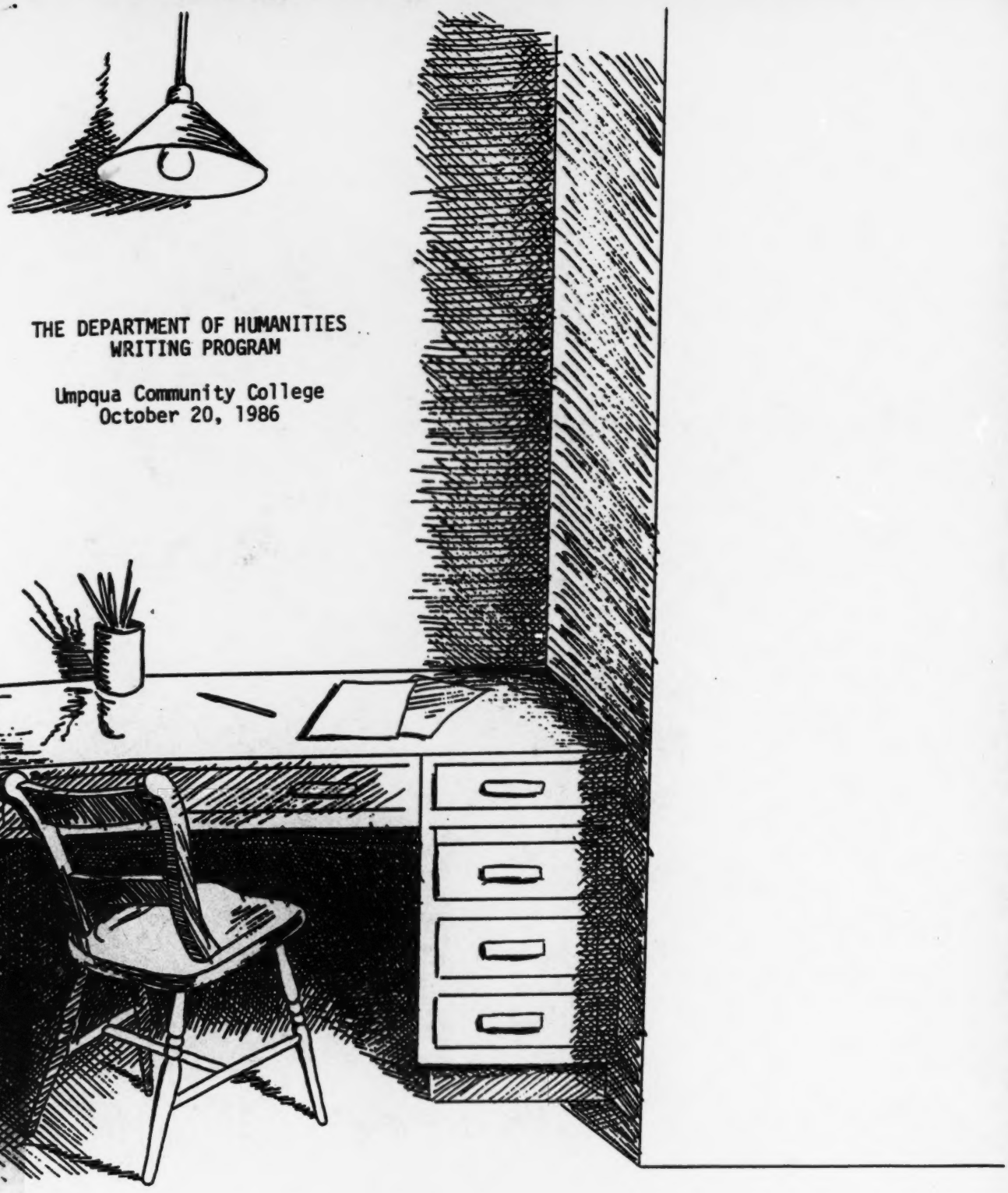

THE DEPARTMENT OF HUMANITIES WRITING PROGRAM

Umpqua Community College
October 20, 1986

JC 860 558

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DEPARTMENTAL OBJECTIVES

The Department of Humanities has three main objectives: (1) to provide a core curriculum that meets the requirements of the vocational educational students, the terminal degree students, the transfer students, and the non-specialized students; (2) to provide a sound basis in language arts and communication skills; (3) to offer to both the student body and the community at large an opportunity to discuss and examine the values of our own and other cultures as expressed in literature, journalism, foreign language, speech, philosophy and the other humanities. It is by the promotion of enlightened self-examination that the humanities maintain the growth of the individual and the world of which she/he is a viable part. As Socrates said, "The unexamined life is not worth living" (cf. sect. XI "Affective Domain"). The Department also holds that the various departmental areas are integral to all education and that new ways can be found to illustrate the interdisciplinary nature of even such apparently different disciplines as, for example, engineering, science, business, chemistry, and forestry.

SPECIFIC PURPOSE OF THIS DOCUMENT

The purpose of this document is to clarify--for the student, faculty, staff, advisers, and community--the specific function and scope of the writing courses offered by the Department of Humanities. It offers an overview of the Department's general philosophy of writing. Each course is described, its requirements listed, and its objectives articulated. Recommended grading standards and challenge exam procedures are also enclosed. This booklet provides useful and accurate information to all those interested in UCC's writing program.

UMPQUA COMMUNITY COLLEGE
Roseburg, Oregon
October 10, 1986

DEPARTMENT OF HUMANITIES OBJECTIVES

In keeping with the general objectives of Umpqua Community College, which include servicing the educational, cultural, and occupational needs of the college district, the Department of Humanities has incorporated the following objectives into its curriculum, its cultural activities, its community involvement, and its general interaction with the people of Douglas County:

OBJECTIVE I - To offer courses and counseling to students in vocational and technical education programs.

A. To offer courses that help students prepare for on-the-job written and oral communication.
B. To provide a technical writing certificate program for interested students.
C. To provide courses that are an integral part of the AA and AS degrees, as well as certificate programs.

OBJECTIVE II - To provide a basic core curriculum for students planning to transfer to institutions which offer the baccalaureate degree.

A. To provide introductory and survey courses for the English, Speech, Foreign Language, and Journalism majors.
B. To provide basic transfer courses in writing for all transfer students.
C. To offer transfer Humanities sequences which fulfill general education requirements at four-year institutions.
D. To counsel enrolled students, given their various majors, as to the most profitable courses to take.
E. Internationalize the curriculum.
F. To stimulate students, in all the Department's offerings, to think for themselves, to challenge assumptions, and to examine cultural and personal values.

OBJECTIVE III - To offer courses as part of a community education program.

A. To offer appropriately scheduled classes (e.g., night classes or late afternoon classes) that meet the needs of families, individuals, and employed persons who wish to enhance their social and cultural outlook as well as vocational and technical skills.
B. To offer specialized classes that meet the needs of various community groups which address themselves to perceived community goals.
C. To participate in an annual Career Skills Day for resident high school students.
D. To give all members of the community the opportunity to pursue life-long learning.

OBJECTIVE IV - To cooperate with the Learning Skills Center in providing instruction in the fundamentals of reading and writing.

A. To integrate the staffs of the Learning Skills Lab and the Department of Humanities and to establish intercommunication as well as a sense of common purpose and procedure.
B. To maintain a high level of communication between the Director of the Learning Skills Lab and the Department of Humanities.

DEPARTMENT OF HUMANITIES OBJECTIVES

OBJECTIVE IV - (Con't)

C. To coordinate the development of curriculum between the Learning Skills Lab and the Department of Humanities.
D. To offer students a well-coordinated developmental writing and reading program.
E. To assist the Learning Skills Lab in selecting qualified tutors to work in the developmental skills program.
F. To refer students for tutorial assistance.

OBJECTIVE V - To offer a transferable freshman composition sequence at District High Schools.

A. To maintain communication between faculties at District High Schools and UCC.
B. To coordinate course offerings, curriculum and text book selections between District High Schools and UCC.
C. To offer high school students the opportunity to get college credit for writing courses.
D. To facilitate the transition from high school to college for local students.
E. To meet periodically with the participating faculty in order to coordinate offerings and to reach agreement on instructional philosophies.

OBJECTIVE VI - To maintain liaison with local high schools and other OSSHE institutions.

A. To communicate with high schools.
B. To articulate department course offerings with curricula of institutions in the Oregon State System of Higher Education.

OBJECTIVE VII - To enhance professional growth of faculty by maintaining contact with counterparts in respective departments.

A. To attend conferences which promote better instruction, broaden concepts, and encourage dialogue.
B. To maintain contact with collegues at other institutions.

OBJECTIVE VIII - To contribute to the community through faculty involvement in community affairs.

A. To participate in cultural events that enhance the social, cultural, and educational climate of the community.
B. To sponsor cultural events.
C. To disseminate faculty expertise and illustrate faculty leadership qualities in the community.

A PHILOSOPHY OF WRITING AT UMPQUA COMMUNITY COLLEGE

General Statement

The Department of Humanities at Umpqua Community College instructs students in the writing skills needed in college classes and in their careers; furthermore, the department believes that the writing process itself promotes critical thinking and expression.

The Department of Humanities assumes that 1) writing is a skill which can be learned; 2) writing is a four-part process involving pre-writing, writing, revision, and proofreading; 3) writing is a product shaped by the writer's intention, the reader's expectations, and the subject matter; and, 4) writing is a tool that helps people in both their personal and professional lives.

The Department of Humanities helps students meet standards of good writing. Members of the department utilize individualized writing conferences in their teaching. The department adheres to learning philosophies and pedagogy advanced by Benjamin S. Bloom (cf. Section VIII, "Major Categories in the Cognitive Domain of the Taxonomy of Educational Objectives") which recognizes that learning is a process and that it can be accelerated by establishing behavioral objectives and implementing more effective teaching methods in order to accomplish those goals.

ENGLISH COMPOSITION SEQUENCE

WRITING 115

WRITING 121

WRITING 122

WRITING 123

ENGLISH COMPOSITION AT UMPQUA COMMUNITY COLLEGE

General Statement

English Composition (WR 115, 121, 122, 123) is concerned with developing student skills in the fundamentals of writing expository and argumentative prose. The course emphasizes three general categories of writing skills: (1) The demonstration of literacy in grammatical expression and language usage; (2) The ability to organize and develop a complex idea; (3) The development of disciplined writing.

Students are expected to meet the following requirements:

1. demonstrate competent spelling;
2. show an understanding of basic sentence structure;
3. observe appropriate usage;
4. select and restrict a topic;
5. find and order ideas which pertain to the topic;
6. provide unity and coherence through use of the topic sentence through proper coordination and subordination of ideas, and through use of transitional devices;
7. expand and support ideas;
8. understand the importance of rewriting process;
9. develop style and establish tone;
10. employ effective diction, appropriate figurative language, and evocative rhetorical tropes;
11. develop research skills, and
12. produce a well-documented research paper.

WR 115 Introduction to Expository Writing

Credit: 3 Units credit

Hours: 3 Hours per week

Grading: A-F Letter Grades

Length of Course: College Quarter/Term

Prerequisites: DWR 90 or adequate score on placement test

COURSE DESCRIPTION:

WR 115 is designed for students who need to improve writing skills necessary for success in subsequent writing courses. Emphasis is placed on correct sentence construction, grammar, usage, spelling, punctuation, and vocabulary. These elements are taught in the larger framework of paragraph development. WR 115 differs from DWR 90 in that it attempts to provide a transition from short notes to the essays required in the traditional English composition sequence. It is a credit course but does not satisfy the WR 121 composition requirement either at UCC or at the Oregon State System of Higher Education colleges and universities.

COURSE REQUIREMENTS:

Typical assignments include:

1. paragraph exercises such as
   a. the character sketch,
   b. description of a place or object,
   c. exemplification or illustration, and
   d. explanation of a process;
2. two or more paragraphs on a personal experience;
3. a letter of application;
4. a resume;
5. punctuation exercises;

WR 115 (con't)

6. spelling exercises;
7. vocabulary development;
8. exercises on paragraph transitions; and
9. strategies of paragraph development

TEXTBOOKS:

Evergreen: A Guide to Basic Writing

The Webster's New Collegiate Dictionary or The Random House Dictionary

Time Magazine

STUDENT OBJECTIVES:

1. to use the four traditional types of sentences (i.e., simple, compound, complex, and compound-complex);
2. to use appropriate grammar, punctuation, and spelling;
3. to develop and master a vocabulary and spelling list;
4. to write paragraphs that illustrate unity, coherence, and development;
5. to revise, edit, and proofread; and
6. to develop written job search skills which include an application, a cover letter, and a resumé.

WR 121 (English Composition)

Credit: 3 Units of credit each quarter

Hours: 3 Hours per week

Prerequisites: WR 115 or adequate score on placement test

Grading: A-F Letter Grades

Length of Course: College Quarter

DESCRIPTION:

English composition develops the student's skills in the fundamentals of the four modes of discourse: narration, description, exposition, and argumentation. Initially, WR 121 emphasizes narrative-descriptive writing; however, for the most part, the class focuses on expository writing, i.e., writing which informs, sets forth, or explains. Class activities consist of writing exercises, lectures, small group sessions, general discussions, peer group workshops, and the writing conference (which incorporates the one-to-one tutorial). Basic grammar review is minimal since students are expected to have basic competencies upon entry into the course. Analysis of sentence components is also integral to the course; in addition, the history of the English language, the transformational aspects of language development, familiarity with literary resources, and an overall view of the composing process are stressed. The rhetorical strategies of professional and student writings are analyzed in detail. Units on library usage and taking essay exams are also included.

COURSE REQUIREMENTS:

to attend class regularly, to complete the frequent in-class and out-of-class writing assignments, and to write essays in the narrative, descriptive, and expository modes. Journal-keeping is optional. Typical assignments and writing tasks include:

1. diagnostic exercises;
2. free writing and free writing with focus;

WR 121 (con't)

3. grammar, language, and vocabulary exercises;
4. sentence and paragraph development;
5. exercises on the composing process;
6. writing of several major papers including
   a) a narrative essay,
   b) a descriptive essay,
   c) a process essay,
   d) a classification essay;
7. a section on how to write the in-class essay;
8. a unit on using basic library resources;
9. a unit on writing about literature; and
10. a unit on writing a resume.

REQUIRED MATERIALS:

College level dictionary

Texts: The Dolphin Reader, 1986
Strategies for Successful Writing, 1986

STUDENT OBJECTIVES:

The successful student will:

1. select and restrict a topic;
2. draw from personal experience as the basis for initial writing assignments;
3. develop a controlling idea or thesis;
4. recognize the various composition modes (narration, description, and exposition);
5. understand and apply the principles of the composing process, including prewriting, writing, revision, and proofreading;
6. gather ideas and support them;
7. provide unity and coherence through the use of topic sentences;
8. support generalizations with concrete detail;

WR 121 (con't)

9. write developed and well-balanced sentences;
10. employ effective diction;
11. recognize and correct grammar, usage, and punctuation problems;
12. use standard English punctuation;
13. revise, edit, and proofread assignments; and
14. uitlize basic library research tools.

WR 122 (English Composition) Prerequisites: WR 121

Credit: 3 Units per quarter

Hours: 3 Hours per week

Grading: A-F Letter Grades

Length of Course: College quarter

DESCRIPTION:

Writing 122 requires students to write essays in both the expository and the argumentative modes. The expository essays (whose purpose is to inform, explain, or analyze) may take the form of comparison, classification, analysis, causation, definition, or a combination of these types. The argumentative essays (whose purpose is to persuade) make use of both induction and deduction: particulars lead to premises and general laws are applied to specific cases. The class meetings make use of lecture, small group sessions, class discussions, writing conferences (which incorporate the one-to-one tutorial), and sessions which incorporate computers in the composing process.

COURSE REQUIREMENTS:

To attend class regularly, to complete the frequent in-class and out-of-class writing assignments, and to write several essays in the expository and argumentative modes.

Typical assignments and writing tasks include:

1. continued exercises on sentence combining, sentence subordination, and sentence coordination;
2. development of coordinate and subordinate paragraph sequences;
3. review of usage and punctuation;
4. writing of several major papers including
   a) the definition essay,
   b) the cause and effect essay,
   c) the comparison and contrast essay,

WR 122 (con't)

d) the argumentative essay and

5. further emphasis on using the library.

REQUIRED MATERIALS:

College level dictionary

Texts: The Dolphin Reader, 1986

Strategies for Successful Writing, 1986

STUDENT OBJECTIVES:

1. to select and restrict a topic and formulate a thesis statement;
2. to continue the development of an appropriate voice;
3. to develop a thesis through the generation of ideas;
4. to support generalizations with concrete detail and convincing evidence;
5. to demonstrate continuity and coherence in essays;
6. to develop library skills;
7. to make appropriate use of emotional appeals;
8. to employ logic development;
9. to avoid the common logical fallacies;
10. to construct effective and varied sentences;
11. to select precise diction;
12. to revise, edit, and proofread diligently, and
13. to incorporate word processing capability in the composing process.

WR 123 (English Composition) Prerequisite: WR 122

Credit: 3 Units of credit per quarter

Hours: 3 Hours per week

Grading: A-F Letter Grades

Length of Course: College Quarter

DESCRIPTION:

Writing 123 requires students to handle more difficult writing tasks; emphasis is on the research paper, which incorporates notetaking strategies, paraphrasing, using direct quotations, and acknowledging sources. Students handle writing tasks that call for interpretative and evaluative skills. The class meetings make use of lectures, small group sessions, library visitations, class discussions, writing conferences or one-to-one tutorial meetings, and sessions which incorporate computers in the composing process.

COURSE REQUIREMENTS:

To attend class regularly, to do library assignments, to complete the in-class and out-of-class writing assignments, to keep a workbook on the research topic, and to write a well-developed, well-documented research paper.

Typical assignments and writing tasks include:

1. an extended unit on how to use the library;
2. a unit on style which stresses sentence effectiveness and variety, economy, and word choice, as well as connotative or figurative language;
3. the research paper;
4. an annotated bibliography;
5. a precis of an article or chapter of a book;
6. library reference exercises;

COURSE REQUIREMENTS: (con't)

7. completed workbook;
8. computer exercises;

REQUIRED MATERIALS:

Strategies for Successful Writing, 1986

Writing Research Papers, Lester, 1984, (4th ed.)

STUDENT OBJECTIVES:

1. to select and restrict a research thesis;
2. to use an appropriate writing voice;
3. to develop a thesis through the generation of ideas;
4. to support generalizations with concrete detail;
5. to provide continuity throughout the research paper;
6. to marshall convincing support of generalizations;
7. to make fair use of emotional appeals;
8. to avoid the common logical fallacies;
9. to learn to assimilate material from other sources and work it smoothly into the research paper;
10. to employ the current MLA and APA documentation style (including notes, quotations, bibliography, and manuscript mechanics--either in revised or standard form);
11. to demonstrate effective diction (which exploits connotative and figurative language as well as the use of sensory and concrete words);
12. to write skillfully constructed sentences which illustrate parallelism, balance, coordination, subordination, emphasis, and variety;
13. to revise, edit, and proofread diligently; and
14. to demonstrate functional knowledge of library resources.

OTHER WRITING COURSES

WRITING 227

WRITING 241

WRITING 242

WR 227 (Technical Writing)

Prerequisites: WR 122 and/or instructor approval

Credit: 3 Units of credit per quarter

Hours: 3 Hours per week

Grading: A-F Letter grades

Length of Course: College quarter

COURSE DESCRIPTION:

In WR 227 the student learns to gather, interpret, outline, draft and rewrite informal and formal technical reports, generally dealing with his special interest area or field of training. Emphasis is placed upon the writing of clear, concise, and effective reports.

COURSE REQUIREMENTS:

Students are required to complete the following tasks:

1. write at least three informal memo reports;
2. write a resume and cover letter seeking a job interview;
3. research, outline, and write a short formal report;
4. write a synopsis of several technical articles from publications in his field;
5. write two process reports, including a set of instructions for operating or using equipment;
6. keep a weekly journal; and
7. gain word processing ability.

REQUIRED MATERIAL

Text: Reporting Technical Information

STUDENT OBJECTIVES:

1. to compose writing which is acceptable in the work world;
2. to learn what kinds of writing tasks are expected on the job;
3. to select and narrow a subject into a topic that is purposeful and useful to a particular audience;

WR 227 (con't)

4. to use resource and reference materials;
5. to learn how to paraphrase and summarize;
6. to write reports which indicate progress toward completion of the technical report;
7. to write a clear well-organized technical report (which includes a title page, a table of contents, an introduction, a body, a conclusion, appendices, and a bibliography);
8. to demonstrate correct business correspondence letter and memorandum form;
9. to write effective business letters for specific purposes, such as inquiry and application;
10. to demonstrate competent literacy in grammatical expression and in language usage; and
11. to become competent in using word processors.

WR 241 and 242 (Imaginative Writing) Prerequisites: WR 122 or Instructor approval

Credit: 3 Hours per quarter

Hours: 3 Hours per week

Grading: A-F Letter grades

Length of Course: College quarter

COURSE DESCRIPTION:

WR 241 is an introductory course for students interested in techniques of creative writing in a workship format and in the development of a critical appreciation of the art of writing in its varied forms. Emphasis will be placed on plot structures, characterization, style, use of setting, voice, point of view, and structural elements. Particular attention will be paid to the writing of short fiction and poetry. WR 242 follows the same format with particular emphasis on revising and polishing the final draft for inclusion in an annual class anthology.

COURSE REQUIREMENTS:

1. write a minimum of five pages of prose or three poems a week;
2. develop a workbook concerning the writing process;
3. participate in workship discussions of student and non-student writing;
4. write a short critical analysis of one aspect of writing (such as characterization, setting, point of view, imagery, style, etc);
5. complete assignments as required.

REQUIRED MATERIALS:

Writing Ficton by Jane Burroway. Little, Brown and Company

The Snows of Kilimanjaro by Ernest Hemingway. Charles Scribners and Sons.

WR 241 and 242 (con't)

STUDENT OBJECTIVES:

1. to become aware of the advantages and limitations of different narrative viewpoints (e.g., omniscient, limited omniscient, and first person);
2. to sharpen skills in such areas as characterization, description, dialogue, imagery, and overall poetic and prosaic form;
3. to experiment with different literary forms;
4. to participate in a workshop which addresses revision and evaluation of manuscripts;
5. to make editorial decisions and proofread for accuracy and neatness;
6. to create a greater awareness of purpose, audience, and strategies in writing;
7. to develop competency in one specific genre; and
8. to contribute a finished narrative or group of poems to the class anthology.

Department of Humanities — Umpqua Community College

GRADING STANDARDS

900-100 (A) 1. ORGANIZATION: completely clear without being procedurally obvious: "In this paper I shall show..." generally holds no promise of an A. The theme as a whole and all paragraphs are clearly and consistently organized.

2. DEVELOPMENT: no significant questions are left unanswered; a proper balance exists between examples and other means of development; the examples are integral to the theme, and are not "added on" as padding.

3. MECHANICS OF WRITING: no serious grammatical or syntatic errors: diction is consistently good, no sloppiness.

In every respect, the paper is excellent for the level at which it is written.

80-90 (B) Must have clear statement of main idea, must be clearly organized, must be well-developed, but lacks the spark and originality of the A paper.

1. ORGANIZATION: main idea is clear, but perhaps a bit procedural, all the information is present, but not excellently put together (e.g., poor transition), OR

2. DEVELOPMENT: generally, development must be good, but student may stop short of fully explaining a relatively important idea, OR

3. MECHANICS OF WRITING: a major error, e.g., comma splice, fragment, run-on, a series of minor errors (not too many), wordiness, occasional lapses in mechanics, or some sloppiness.

Note the "OR" between sections. If any one of the three divisions' listed weaknesses occurs in a paper, it is no higher than a B paper. Variations in the above, of course, provide the rationale for plus and minus grades.

70-79 (C) Generally uninspired, often plodding.

1. ORGANIZATION: adequate, probably a basic discernible structure, but disproportional. If the organization is unclear, it is a D paper: OR

2. DEVELOPMENT: questions are left unanswered, or some unsupported generalizations; examples may be extraneous rather than integral; OR

3. MECHANICS OF WRITING: more than occasional mechanical errors of any kind.

Again, note the "OR" between sections.

60-69 (D) 1. ORGANIZATION: unclear, poor statement of main idea and, hence reader cannot follow what's happening, body paragraphs not clearly relevant; OR

2. DEVELOPMENT: trivial, content skimpy; OR

3. MECHANICS OF WRITING: numerous mechanical errors.

59 and below (F) Incoherence: or serious problems in two or all three divisions. A paper that is perfect mechanically still receives an F if it is so disorganized that the reader cannot follow the thread of the argument, or if it says nothing. A paper whose paragraphs seem organized beautifully, but whose mechanics are so poor that sentences often cease to communicate receives an F.

ENGLISH DEFINITIONS

An expository theme will be evaluated according to its organization, development, and mechanics (sometimes called Content and Form).

DEFINITIONS

1. Organization:
   a) the theme as a whole; does it have a clear beginning, middle, end; do the ideas form a locical progression; does it have a clear statement of a main idea, or does it clearly imply a main idea?

   b) individual paragraphs: do the beginning paragraphs clearly get the main idea under way by letting the reader know what the purpose of the theme is and by giving the reader necessary background; do the paragraphs of the body of the theme have clearly stated or implied topic sentences; does each paragraph of the body contribute to the logical progression of the main idea of the theme; does the conclusion follow logically from the body?

2. Development:
   a) the theme as a whole: is the main idea explained as completely as possible within the limitations imposed by word limit, time allowed, and information available; does the writer support his point adequately, i.e. does he give enough information and evidence to make his point believable?

   b) individual paragraphs: are the topic sentences (started or implied) of body paragraphs developed to the extent necessary for adequate explanation of the main idea of the entire theme; do the sentences in each paragraph follow logically, are the paragraphs in a logical order. The length of the body paragraphs should be determined by their purposes but usually one or two sentences are incapable of stating (or implying) a main idea for the paragraph, and developing it.

3. Mechanics of Writing: consisting of grammar, sentence sense, diction, and proofreading:
   a) grammar: agreement errors, wrong forms of words, and less serious errors.

   b) sentence sense: comma splice, run-on, fragment; predication--how do the elements of the sentence fit together; do they emphasize the most important idea? The most important idea of a sentence should be in the main clause: "the reason is that..." is uneconomical because it postpones the important idea to a subordinate clause.

   c) diction: inappropriate word choice; inattention to connotation as well as denotation, using wrong words.

   d) proofreading: spelling, punctuation, confusion of homonymons, i.e., "to" for "too"; "there" for "their."

TABLE 1. GRADING STANDARDS IN FRESHMAN COMPOSITION[1]

	CONTENT	ORGANIZATION: Rhetorical and Logical Development	ORGANIZATION: Sentence Structure	DICTION	GRAMMAR, PUNCTUATION, SPELLING
Superior (A-B)	A significant central idea clearly defined, supported with concrete, substantial, and consistently relevant detail	Theme planned so that it progresses by clearly ordered and necessary stages, and developed with originality and consistent attention to proportion and emphasis; paragraphs coherent, unified, and effectively developed; transitions between paragraphs explicit and effective	Sentences skillfully constructed (unified, coherent, forceful, effectively varied)	Distinctive: fresh precise, economical, and idiomatic	Clarity and effectiveness of expression promoted by consistent use of standard grammar, punctuation, and spelling
Average (C)	Central idea apparent but trivial, or trite, or too general, supported with concrete detail, but detail that is occasionally repetitious, irrelevant, or sketchy	Plan and method of theme apparent but not consistently fulfilled; developed with only occasional disproportion or inappropriate emphasis; paragraphs unified, coherent, usually effective in their development; transitions between paragraphs clear but abrupt, mechanical, or monotonous	Sentences correctly constructed but lacking distinction	Appropriate clear and idiomatic	Clarity and effectiveness of expression weakened by occasional deviations from standard grammar, punctuation, and spelling
Unacceptable (D-F)	Central idea lacking, or confused, or unsupported with concrete and relevant detail	Plan and purpose of theme not apparent; undeveloped or developed with irrelevance, rebundancy, or inconsistency paragraphs incoherent, not unified, or undeveloped; transitions between paragraphs unclear or ineffective	Sentences not unified, incoherent, fused, incomplete, monotonous, or childish	Inappropriate: vague, unidiomatic, or substandard	Communication obscured by frequent deviations from standard grammar, punctuation, and spelling

[1]From Joint Statement on Freshman English in College and High School Preparation (p. 4), by the Departments of English of Ball State Teachers College, Indiana State Teachers College, Indiana University, and Purdue University. Used by permission.

UMPQUA COMMUNITY COLLEGE
Department of Humanities
WR 121 CHALLENGE EXAMINATION

Students who wish to challenge WR 121 (or any course in The Department of Humanities) must follow the procedures outlined in the UCC Faculty Handbook, (pg. 102, 1985-86) before taking this examination.

DIRECTIONS:

One of the quotations on this sheet should provide a topic for an essay that can be written in two hours. Use the time wisely. The department expects a thoroughly organized, well-developed, and proof-read essay. Do not waste time recopying it. Simply be sure that corrections and additions are readable.

BEFORE BEGINNING, PROVIDE THE FOLLOWING INFORMATION ON THE FRONT PAGE OF YOUR EXAM: (1) FULL NAME, (2) CLASS TIME, (3) INSTRUCTOR, (4) DATE

The student who passes this examination will be given appropriate credit (3 hours) for Writing 121.

The challenge examination will not be returned to the student.

If the student fails to pass the challenge exam, a "W" will be recorded; subsequently, the student must take the class for credit.

This exam is designed to allow the student to demonstrate competency in those areas covered by the curriculum of WR 121. In responding to any one of the questions or topics listed below, the student should be able to show mastery of: the description, narrative, and expository modes; to produce an essay which shows evidence of a well-formulated thesis supported by the careful development of ideas, (with developed paragraphs, clear sentences, and precise sentences); and to demonstrate a mature style and effective diction.

The following quotations suggest a wide, but still limited range of subjects for essays. Choose one of these and discuss it as it might apply to you, your community, and your society. Do not forget to provide a title for your essay, and please indicate clearly the quotation you have selected.

A. "There is a tide in the affairs of men,
which; taken at the flood, leads on to fortunes;
Omitted, all the voyage of their life
Is bound in shallows and in miseries."

William Shakespeare.
JULIUS CAESAR

WR 121 CHALLENGE EXAMINATION
(Con't)

B. "It is easy to believe that religions which concern themselves with inward rather than outward solutions to suffering encourage callousness toward hunger, injustice, and disease. It is easy to say that they are aristocrats' methods of exploiting the poor. But it is, perhaps, not so easy to see that the poor are also being exploited when they are persuaded to desire more and more possessions, and led to confuse happiness with progressive acquisition."

Alan Watts, Nature, Man and Woman

C. "I once addressed, on a Christmas day many years ago, on behalf of the United Nations, an audience of about two thousand school children in London. I knew in general what I was going to say, but I did not know exactly what I was going to say, and in a moment of abandon I said to them: "This is how the world goes, you are going to have to make it different, you are going to have to stop listening to your parents. If you go on obeying your parents, the world will never be a better place." And at that moment twenty newspaper men representing the European press got up from the front row and rushed for the telephone boxes. And by the time I got home one of the more adventurous correspondents from Geneva had actually phoned my daughter, then aged seven, at school in order to ask her whether she was encouraged to disobey her parents at home."

Jacob Bronowski, The Origins of Knowledge and Imagination

UMPQUA COMMUNITY COLLEGE
Department of Humanities
WR 122 CHALLENGE EXAMINATION

DIRECTIONS:

One of the quotations on this sheet should provide a topic for an essay that can be written in two hours. Use the time wisely. The department expects a thoroughly organized, well-developed, and proof-read essay. Do not waste time recopying it. Simply be sure that corrections and additions are readable.

BEFORE BEGINNING, PROVIDE THE FOLLOWING INFORMATION ON THE FRONT PAGE OF YOUR EXAM: (1) FULL NAME, (2) CLASS TIME, (3) INSTRUCTOR, (4) DATE

The student who passes this examination will be given appropriate credit (3 hours) for Writing 122.

The challenge examination will not be returned to the student.

If the student fails to pass the challenge exam, a "W" will be recorded; subsequently, the student must take the class for credit.

The challenge exam for WR 122 is designed to allow the student to demonstrate ability in the expository and/or argumentative mode(s), utilizing an appropriate rhetorical structure. The student should be able (1) to introduce, develop, and support a restricted topic; (2) to provide continuity, coherence, and style in the development of the essay; (3) to demonstrate the astute use of argumentative logic, avoiding fallacies; (4) and to construct effective, varied sentences with precise diction.

The following topics, questions, or quotations provide ample room for thought, response, and development. Choose one of these and respond fully within the two-hour time period, following the criteria established above.

1) "The past is prologue," says Santayana. Given this premise, identify one element in today's society that will probably have future consequences. Identify and describe the element; then discuss probable ramifications in Century 21.

2) Are we living in a golden age, witnessing the best the earth has to offer and the finest accomplishments man can create?

CHALLENGE EXAM - WR 122
(Con't)

3) "Man is a doomed creature whose only virtue and only hope is to face the inevitable stocially."

---Hemingway

4) "A group of women talking, it seems to me, is likely to concern itself with matters just as pressing as those broached by my husband and his friends. It might be said, in fact, that we're really talking about the same eternal conflicts. Our styles are just different."

Joyce Maynard
"Her talk, His talk"

TABLE 1 MAJOR CATEGORIES IN THE COGNITIVE DOMAIN OF THE TAXONOMY OF EDUCATIONAL OBJECTIVES (Bloom, 1956)

Descriptions of the Major Categories in the Cognitive Domain
1. KNOWLEDGE: Knowledge is defined as the remembering of previously learned material. This may involve the recall of a wide range of material, from specific facts to complete theries, but all that is required is the bringing to mind of the appropriate information. Knowledge represents the lowest level of learning outcomes in the cognitive domain.
2. COMPREHENSION: Comprehension is defined as the ability to grasp the meaning of material. This may be shown by translating material from one form to another (words to numbers), by interpreting material (explaining or summarizing), and by estimating future trends (predicted consequences or effects). These learning outcomes go one step beyond the simple remembering of material, and represent the lowest level of understanding.
3. APPLICATION: Application refers to the ability to use learned material in new and concrete situations. This may include the application of such things as rules, methods, concepts, principles, laws, and theories. Learning outcomes in this area require a higher level of understanding than those under comprehension.
4. ANALYSIS: Analysis refers to the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of the parts, analysis of the relationships between parts, and recognition of the organizational principles involved. Learning outcomes here represent a higher intellectual level than comprehension and application because they require an understanding of both the content and the structural form of the material.
5. SYNTHESIS: Synthesis refers to the ability to put parts together to form a new whole. This may involve the production of a unique communication (theme or speech), a plan of operations (research proposal), or a set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of <u>new</u> patterns or structures.
6. EVALUATION: Evaluation is concerned with the ability to judge the value of material (statement, novel, poem, research report) for a given purpose. The judgments are to be based on definite criteria. These may be internal criteria (organization) or external criteria (relevance to the purpose) and the student may determine the criteria or be given them. Learning outcomes in this area are the highest in the cognitive hierarchy because they contain elements of all the other categories, plus conscious value judgments based on clearly defined criteria.

TABLE II. EXAMPLES OF GENERAL INSTRUCTIONAL OBJECTIVES AND BEHAVIORAL TERMS FOR THE COGNITIVE DOMAIN OF TAXONOMY

Illustrative General Instructional Objectives	Illustrative Behavioral Terms For Stating Specific Learning Outcomes
Knows common terms Knows specific facts Knows methods and procedures Knows basic concepts Knows principles	Defines, describes, identifies, labels, lists, matches, names, outlines, reproduces, selects, states
Understands facts and principles Interprets verbal material Interprets charts and graphs Translates verbal material to mathematical formulas Estimates future consequences implied in data Justifies methods and procedures	Converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, paraphrases, predicts, rewrites, summarizes
Applies concepts and principles to new situations Applies laws and theories to practical situations Solves mathematical problems Constructs charts and graphs Demonstrates correct usage of a method or procedure	Changes, computes, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses
Recognizes unstated assumptions Recognizes logical fallacies in reasoning Distinguishes between facts and inferences Evaluates the relevancy of data Analyzes the organizational structure of a work (art, music, writing)	Breaks down, diagrams, differentiates, distinguishes, identifies, illustrates, infers, outlines, points out, relates, selects, separates, subdivides
Writes a well organized theme Gives a well organized speech Writes a creative short story (or poem, or music) Proposes a plan for an experiment Integrates learning from different areas into a plan for solving a problem Formulates a new scheme for classifying objects (or events, or ideas)	Categorizes, combines, compiles, composes, creates, devises, writes, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells
Judges the logical consistency of written material Judges the adequacy with which conclusions are supported by data Judges the value of a work (art, music, writing) by use of internal criteria Judges the value of a work (art, music, writing) by use of external standards of excellence	Appraises, compares, concludes, contrasts, criticizes, describes, discriminates, explains, justifies, interprets, relates, summarizes, supports

/Akamine

AFFECTIVE DOMAIN

Increased Personal Involvement

Chart Based Upon Manuscript of Orlich, D.C. ed. Secondary School Teaching Strategy Ch. 4, pp. 135+

*RECEIVING (ATTENDING)	*RESPONDING (ACTION)	*VALUING (MOTIVATED AND DETERMINING ACTION)	*ORGANIZATION (VALUES ARE ORDERED CLASSIFIED, AND ARRANGED)	*CHARACTERIZATION (CONSISTANT ACTION BASED ON PHILOSOPHY) (USE OF INTERNALIZED VALUES)
1) Awareness. -conscious of some situation or stimuli -compared to the cognative level of observing. 2) Willingness. -attitude of willingness to attend. 3) Control or selected attention. -ability to focus attention on a set of stimuli.	1) Acquiescence. -compliance to rules, conventions, or regulations -a willingness to respond just because or without knowing reasons or rationales. 2) Willingness. -complies and knows why. 3) Satisfaction in response -feels good -results in an emotional satisfaction.	1) Acceptance of value. -belief, and can establish varying degrees within a value 2) Preferences for a value. -acceptance and identification with a value. 3) Commitment. -become involved and act in accord with the value.	1) Conceptualization of a value. -abstract value relations in a framework, (similar to cognative domain evaluation level). 2) Organization of a value system. -ordered commitments. -"your philosophy of life"	1) Generalized set. -action or commitment to beliefs and attitudes -predictable 2) Characterization. -person is subsumed by value or philosophy.
*CHARACTERIZED by -individual student involvement.	*CHARACTERIZED by -decision making.	*CHARACTERIZED by -belief. -internalizing "worth".	*CHARACTERIZED by -broadened experience.	*CHARACTERIZED by -consistency of beyavior and thought. -subsumed personhood.

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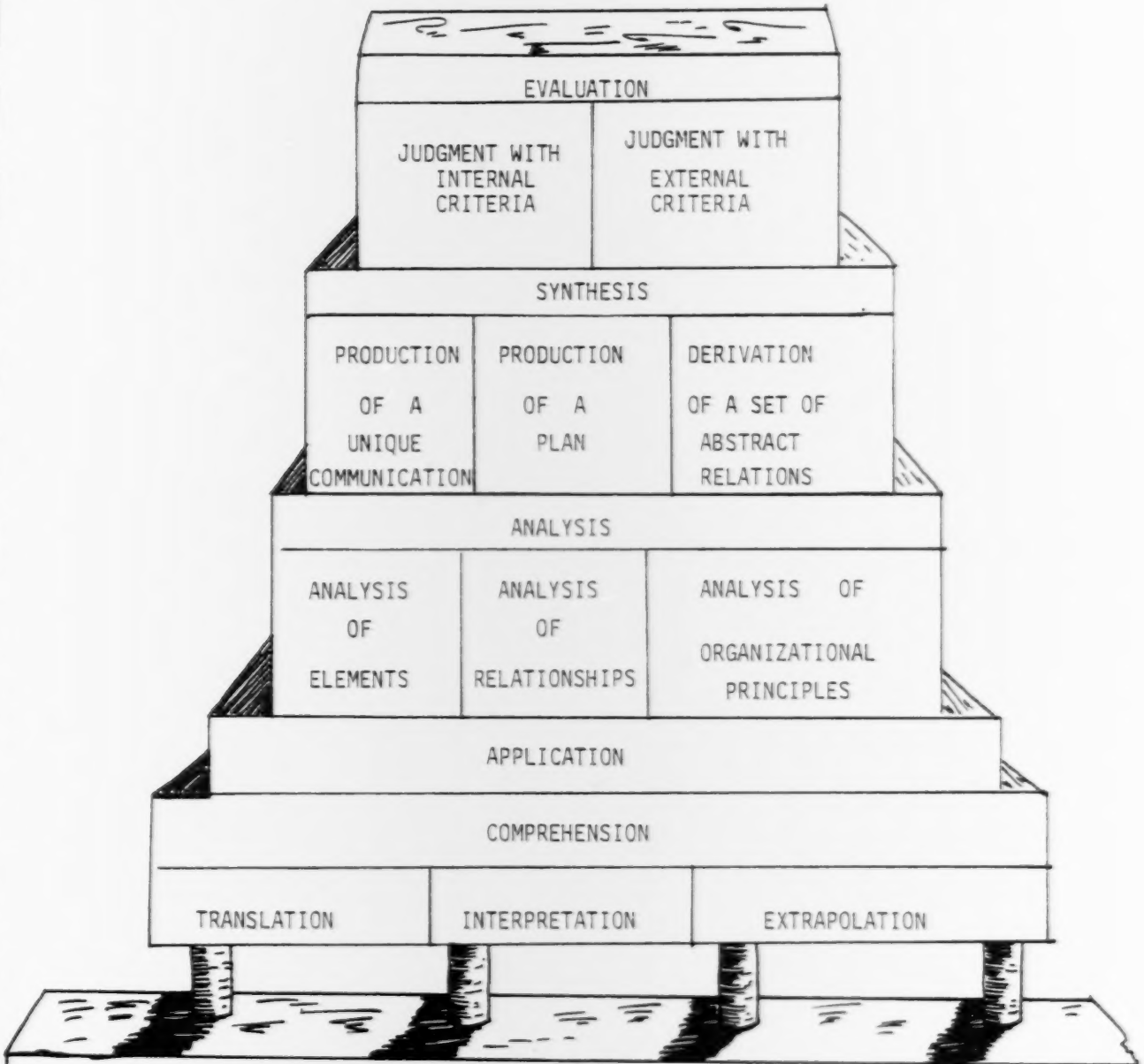

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